



## JESSE W BOYD ELEMENTARY

1505 Fernwood Glendale  
Spartanburg, South

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	504 Students	
<b>Principal</b>	Bob Grant	864-594-4430
<b>Superintendent</b>	Dr. Thomas D. White, Jr.	864-594-4400
<b>Board Chair</b>	Sharon D. Porter	864-594-4400

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Good</b>
2009	Good	Average
2008	Good	Below Average
2007	Good	Below Average
2006	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

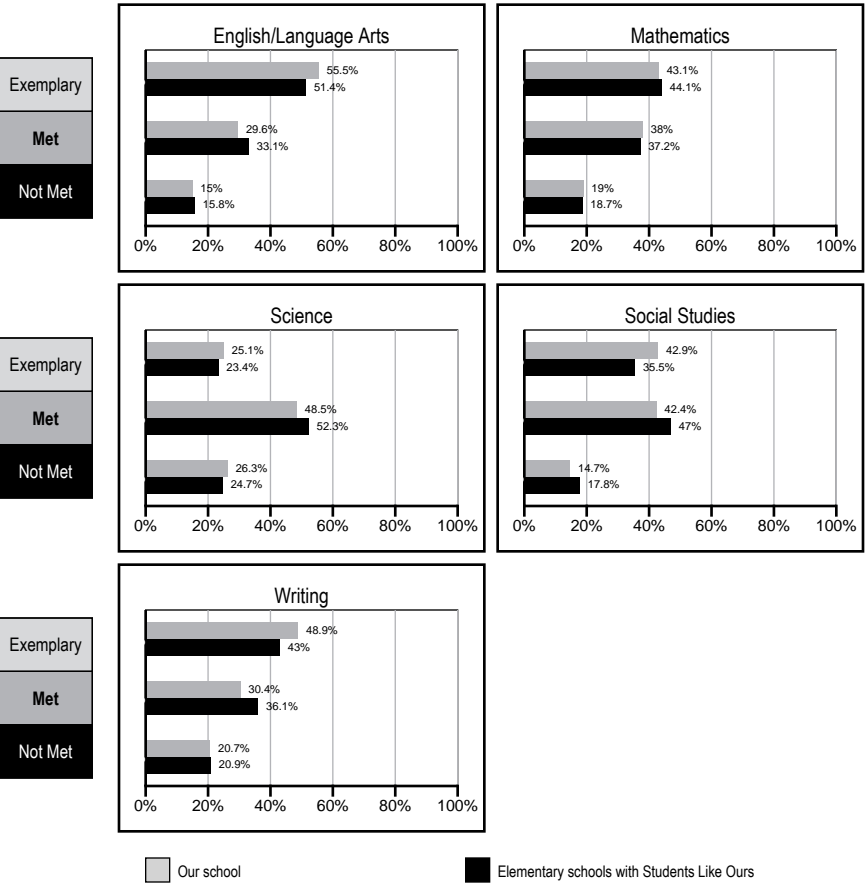
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
27	27	10	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=504)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.0%	0.8%	1.2%
Attendance rate	96.8%	Up from 96.7%	96.5%	96.1%
Eligible for gifted and talented	33.4%	Down from 33.8%	19.2%	11.7%
With disabilities other than speech	7.0%	Up from 6.4%	7.0%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	60.9%	Down from 65.2%	63.6%	60.5%
Continuing contract teachers	84.8%	Down from 87.0%	86.1%	84.6%
Teachers with emergency or provisional certificates	2.4%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	81.9%	Down from 82.8%	89.3%	87.0%
Teacher attendance rate	95.8%	Up from 94.8%	96.0%	95.4%
Average teacher salary*	\$49,603	Down 1.6%	\$49,152	\$47,288
Professional development days/teacher	13.4 days	Up from 11.6 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 16.6 to 1	20.1 to 1	19.2 to 1
Prime instructional time	91.6%	Up from 90.2%	92.1%	90.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,727	Up 1.0%	\$7,072	\$7,548
Percent of expenditures for instruction**	74.4%	Down from 75.4%	70.6%	68.7%
Percent of expenditures for teacher salaries**	72.5%	Down from 72.8%	68.2%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

JBE continues on the road to International Baccalaureate Primary Years Program (IB PYP) authorization. Teachers and staff continued to develop and refine grade level planners. These planners have combined to develop the school's Program of Inquiry (POI), which is posted for all stakeholders at our front entrance. Professional development continued with our focus on IB. Many staff members now have Level 2 and 3 certifications with the IB organization.

As we look towards district-wide certification through AdvancED in 2010-2011, we looked at ways to improve current goals, programs and mission. All stakeholders contributed to our plan that will guide us through the next five years. The PTSO continues to provide great resources, both in financial terms and with volunteer support, for many schoolwide programs. They continue to sponsor programs like Artist in Residence, teacher grants, the schoolwide musical production, and events like Bike and Walk to School Days, just to name a few.

Our SIC continued to look for areas for improvement. A schoolwide reading program, coordinated with the production of Beauty and the Beast, was implemented with great success. Healthy school initiatives were enhanced with community partnerships including Wofford College. Ways to strengthen the bond with non-English speaking families were investigated.

Community involvement still fuels our efforts towards ensuring the academic success of all students. Our partners donate volunteer hours, products, and money to help us achieve our goal. Partners include everything from medical professionals, faith based organizations, colleges, and universities to individual community members.

JBE is a leader in offering activities for students. Students have numerous opportunities to develop themselves mentally, emotionally, physically, and socially. These include: Mad Science, musical production, fitness clubs, art club, chorus, recycling club, safety patrol, student council, IB student leadership, running club, media clubs, and the AOR club.

Everyone that works at and with JBE desires to help each child achieve to his or her academic and personal potential. Together, all stakeholders work to make sure that every child is given every opportunity to succeed!

Bob Grant, Principal  
Stephanie Lancaster, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	68	34
Percent satisfied with learning environment	100.0%	97.1%	87.9%
Percent satisfied with social and physical environment	100.0%	86.8%	94.1%
Percent satisfied with school-home relations	100.0%	85.3%	90.6%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	290	100	15.2	29.3	55.4	90.2	79.3	83.5	Yes	Yes
<b>Gender</b>										
Male	157	100	20.7	28.7	50.7	88.7	75.6	80.1	N/A	N/A
Female	133	100	8.7	30.2	61.1	92.1	83.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	189	100	8.7	25.1	66.1	94	89.5	89.6	Yes	Yes
African American	76	100	30	41.4	28.6	78.6	72.3	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.1	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	73	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	48.4	22.6	29	51.6	41.9	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	15.4	53.8	30.8	100	79.6	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	110	100	26	39	35	84	72.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	290	100	18.8	38	43.1	87.3	76.1	80.4	Yes	Yes
<b>Gender</b>										
Male	157	100	19.3	36	44.7	88	73.2	78.4	N/A	N/A
Female	133	100	18.3	40.5	41.3	86.5	79.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	189	100	12	35.5	52.5	92.9	88.7	87.8	Yes	Yes
African American	76	100	37.1	45.7	17.1	70	67	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.4	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	75.9	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.9	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	34	100	54.8	29	16.1	48.4	36	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	23.1	61.5	15.4	100	84.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	110	100	33	43	24	79	68.7	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	182	100	26.3	48.5	25.1	73.7	64.3	67.3
<b>Gender</b>								
Male	103	100	26.8	42.3	30.9	73.2	62.8	66.9
Female	79	100	25.7	56.8	17.6	74.3	65.9	67.7
<b>Racial/Ethnic Group</b>								
White	115	100	14.4	55.9	29.7	85.6	84.4	79.6
African American	52	100	53.2	31.9	14.9	46.8	50.9	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	24	100	56.5	34.8	8.7	43.5	26.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	71	100	46.8	35.5	17.7	53.2	52.7	55.4

**Social Studies**

All Students	180	99.4	14.6	42.1	43.3	85.4	68.1	70.9
<b>Gender</b>								
Male	102	99	15.6	37.5	46.9	84.4	66.7	70.1
Female	78	100	13.3	48	38.7	86.7	69.7	71.7
<b>Racial/Ethnic Group</b>								
White	115	100	7.2	42.3	50.5	92.8	84.3	79.2
African American	50	98	32.6	41.3	26.1	67.4	56.1	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.3	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.9	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	17	94.1	53.8	15.4	30.8	46.2	31.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	74.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	72	98.6	31.8	45.5	22.7	68.2	57.7	60.8

Abbreviations for Missing Data

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N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	293	99.3	20.7	30.4	48.9	79.3	66.5	72.1	96.8	95.5
Gender										
Male	159	99.4	25.3	30	44.7	74.7	60.5	65.2	96.9	95.3
Female	134	99.3	15.1	31	54	84.9	73	79.2	96.7	95.7
Racial/Ethnic Group										
White	190	99.5	13.1	31.1	55.7	86.9	80.8	80.8	96.5	95.6
African American	77	98.7	37.1	31.4	31.4	62.9	56.6	59.7	97.3	95.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	78.5	87	98.1	96.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	62.2	64.6	96.9	95.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	96.5	92.2
Disability Status										
Disabled	24	91.7	73.7	10.5	15.8	26.3	19.5	27.7	96.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
English Proficiency										
Limited English Proficient	14	100	21.4	50	28.6	78.6	72.1	63.7	96.6	96.5
Socio-Economic Status										
Subsidized meals	112	99.1	37.6	32.7	29.7	62.4	56.1	61.9	96.5	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	65	100	17.7	17.7	64.5	82.3
	4	73	100	17.1	48.6	34.3	82.9
	5	73	100	13	36.2	50.7	87
	6	82	100	15.2	44.3	40.5	84.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	100	7.6	19.7	72.7	92.4
	4	72	100	23.9	35.8	40.3	76.1
	5	75	100	21.9	28.8	49.3	78.1
	6	72	100	7.1	32.9	60	92.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	65	100	25.8	30.6	43.5	74.2
	4	73	100	21.4	55.7	22.9	78.6
	5	73	100	13	47.8	39.1	87
	6	82	100	11.4	40.5	48.1	88.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	71	100	18.2	28.8	53	81.8
	4	72	100	25.4	31.3	43.3	74.6
	5	75	100	20.5	42.5	37	79.5
	6	72	100	11.4	48.6	40	88.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	32.3	32.3	35.5	67.7
	4	72	100	26.1	59.4	14.5	73.9
	5	36	100	17.6	64.7	17.6	82.4
	6	41	100	N/AV	N/AV	N/AV	63.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	35	100	21.9	43.8	34.4	78.1
	4	72	100	32.8	44.8	22.4	67.2
	5	37	100	22.9	54.3	22.9	77.1
	6	38	100	21.6	54.1	24.3	78.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	32	100	16.1	41.9	41.9	83.9
	4	73	100	15.7	54.3	30	84.3
	5	37	100	5.7	40	54.3	94.3
	6	41	100	12.2	63.4	24.4	87.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	36	100	11.8	41.2	47.1	88.2
	4	72	100	22.4	41.8	35.8	77.6
	5	38	97.4	8.1	40.5	51.4	91.9
	6	34	100	9.1	45.5	45.5	90.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	68	98.5	20.6	15.9	63.5	79.4
	4	72	97.2	20.6	36.8	42.6	79.4
	5	73	100	17.4	42	40.6	82.6
	6	83	100	18.8	33.8	47.5	81.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	72	100	19.4	26.9	53.7	80.6
	4	73	100	25	25	50	75
	5	75	97.3	21.1	32.4	46.5	78.9
	6	73	100	17.1	37.1	45.7	82.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample